

Truth in Advertising?

Purpose

Students will identify persuasive and propaganda techniques used in electronic and print media and identify false or misleading information. Students will create a presentation using presentation software in order to demonstrate persuasive and propaganda techniques.

Materials

For the teachers: list of websites showing various forms of commercials or advertisements, teacher developed rubric for presentation, teacher developed peer rating form.

For the students: access to presentation software and to the Internet

Activity

A. Pre-Activity Preparation

1. Gather a list of websites for students to view various forms of commercials or advertisements.
2. Determine requirements for presentation software (title slide, number of slides, graphics, etc.) research paper to be written.
3. Create rubric to assess the project.

B. Pre-Activity Discussion

1. Have students view the only commercials or advertisements that have been previously selected by the teacher.
2. In small groups, have students discuss the commercials they just viewed as well as favorite commercials of theirs from television and radio.
3. As a large group discuss:
 - What makes a commercial effective?
 - Can you identify any false or misleading information?
 - What techniques did they use to appeal to your emotions?
 - Did the commercial/advertisement persuade you to want to run out and buy the product?
4. Discuss the requirements for the project which utilizes presentation software.

C. Description of Activity

1. Students choose a propaganda technique and develop their own "commercial" utilizing presentation software.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X			X		X	X
2						X	X
3	X					X	X
4						X	X
5						X	X
6		X				X	
7						X	
8							
9							
10							
11						X	
12						X	
13						X	
14						X	
15				X			
16							

☒ = This Technology Literacy Standard is addressed in this lesson.

☐ = This Technology Literacy Standard is not addressed in this lesson.

D. Close the Activity

1. Students present their “commercial” to the class.
2. After each presentation, students will rate their peers on the effectiveness of the commercial.

Classroom Assessment ---

Using the teacher-developed rubric, assessment will occur as students present their commercials.